

Hirst Welfare Centre Nursery

Hirst Welfare Centre, Alexandra Road, Ashington, NE63 9HN



Inspection date

Previous inspection date

16 May 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Leaders have not fully implemented supervision sessions that are rigorous enough in identifying and addressing staff's training needs and inconsistencies in teaching.
- Leaders do not monitor progress made by different groups of children. They have not embedded systems to swiftly identify and address emerging gaps in children's learning.
- Not all staff use information from assessments to plan accurately for what children need to learn next. In addition, teaching is sometimes too directed to allow children to become deeply engaged in their learning.
- Leaders have not established a consistent key-person system to promote children's emotional well-being and meet their individual needs
- Children do not make good enough progress. Leaders do not use additional funding well enough to promote good outcomes for children.

It has the following strengths

- Children follow suitable hygiene practices. Staff sing a routine handwashing song with children. They talk to them about why it is important to wash their hands before mealtimes and after using the bathroom. Children learn to brush their teeth and are provided with nutritious meals.
- Children's physical skills are promoted well. Children have access to a suitably resourced outdoor area. Staff provide games and activities on the large field behind the nursery, including obstacle courses and ball games.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ develop the arrangements for staff supervision so that professional development opportunities are clearly identified and address weaknesses in practice	01/06/2017
■ use information gathered from assessments to plan more accurately for what children need to learn next	01/06/2017
■ improve the balance of adult-led and child-initiated activities to encourage children's thinking skills further	01/06/2017
■ develop consistent staffing arrangements and implement a robust key-person system to promote children's well-being	01/06/2017
■ use additional funding appropriately to provide opportunities for children to make good progress.	01/06/2017

To further improve the quality of the early years provision the provider should:

- develop monitoring systems to review children's progress and clearly identify and address gaps in learning.

Inspection activities

- The inspector had a tour of the premises and observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection
- The inspector held a meeting with the manager. She discussed self-evaluation, looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector reviewed written information from parents and took into account their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff demonstrate a suitable understanding of local safeguarding procedures. They provide a safe and secure environment for children. Leaders and staff complete daily risk assessments and regular fire evacuation drills. They use this to help to promote children's awareness of how to keep themselves safe. Leaders recognise that there has been a lengthy period of unsettlement and significant staffing changes. They have completed a self-evaluation that reflects the current staffing arrangements and have identified actions to address imminently. Leaders have recently reinstated supervision sessions. They now need a period of settlement and time to embed new systems. Leaders have not established effective ways to monitor progress made by different groups of children. They do not identify and address emerging gaps in children's learning swiftly enough.

Quality of teaching, learning and assessment requires improvement

Teaching is variable. Not all staff demonstrate a good understanding of how to use information gained from assessments to plan for what children need to learn next. Children are provided with a suitable range of resources that they can choose from independently. However, occasionally, activities lack a good enough level of challenge and are too directed. This means that children are not provided with enough opportunities to make connections in their learning. Leaders have recently implemented new planning and observation systems. However, this has not had time to be embedded fully into practice. Parents are invited to provide information about what their child knows and can already do prior to starting the setting. They are complimentary about the quality of care their children receive.

Personal development, behaviour and welfare require improvement

Children's emotional well-being is not promoted well enough. Due to a high staff turnover, leaders have not embedded an effective key-person system. Despite this, children are settled and demonstrate good social skills. Children behave well. They follow simple instructions and share resources with each other. Staff promote children's awareness of the similarities between themselves and others. For instance, staff play alongside children during matching games using various features of different faces.

Outcomes for children require improvement

Children do not make good enough progress. Additional funding is not used effectively to promote good outcomes for children. Despite this, children are confident and sociable learners. Children provide a narrative as they play and take on the roles of others when creating imaginary scenarios. They demonstrate good imaginative skills. Children are equipped with the basic skills ready for their eventual move on to school.

Setting details

Unique reference number	EY496205
Local authority	Northumberland
Inspection number	1033248
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	30
Number of children on roll	23
Name of registered person	Active Northumberland
Registered person unique reference number	RP535069
Date of previous inspection	Not applicable
Telephone number	01670857810

Hirst Welfare Centre Nursery was registered in 2015 and is run by a limited company and charity. The nursery employs six members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above. The nursery opens 8am until 6pm for 50 weeks a year excluding bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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